

Weston St Mary CE Primary School – Curriculum 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rainforests	Chocolate	Romans		Local study (The Lost Treasure) Wonderful Weston	Exploring Europe
Science: Year 3/4	<p>Y3 Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Y4 States of Matter Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Y4 Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Y3 Forces and Magnets Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Y3 Light Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that they need light in order to see things and that dark is the absence of light ▪ notice that light is reflected from surfaces ▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ recognise that shadows are formed when the light from a light source is blocked by an opaque object ▪ find patterns in the way that the size of shadows change. <p>Focus: on sun dials and shadows and their patterns.</p>	<p>Y4 Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. <p>Look at animals in the locality and classify them. Disect owl pellets</p>
Science: Year 5/6	<p>Electricity</p> <ul style="list-style-type: none"> • Look at appliances, circuits, lamps, switches, insulators and conductors. • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. 	<p>Light Look at sources, seeing, reflections and shadows.</p> <ul style="list-style-type: none"> • Explain how light appears to travel in straight lines and how this affects seeing and shadows. <p>Sound</p> <ul style="list-style-type: none"> • Look at sources, vibration, volume and pitch. 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at teeth. • Look at the human circulatory system. 	<p>Y5 Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Identify and name plants and animals • Look at classification keys. • Look at the life cycle of animals and plants. • Look at classification of plants, animals and micro-organisms. • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs. 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution. • Look at changes to the human skeleton over time.

Geography	<p>Year 3/4 skills: Describe key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied</p> <p>Y5/6 skills: Describe key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Year 3/4 skills: Describe geographical similarities and differences between countries. Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied</p> <p>Year 5/6: Understand some of the reasons for geographical similarities and differences between countries. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Focus on chocolate production in the countries where it is made.</p>	<p>Year 3/4 skills: Describe key aspects of : Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied.</p> <p>Year 5/6 skills: Describe key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Year 3/4 skills: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied</p> <p>Year 5/6 skills: Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Go into the local environment and carry out an observational walk – look at types of building etc. Look at map symbols and their meanings, create their own map of the village.</p> <p>Year 3/4 skills: Describe key aspects of: human geography, including: settlements and land use.</p> <p>Year 5/6 skills: Describe key aspects of: human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Focus on transport</p>	<p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Use maps, atlases and globes and digital computing mapping to locate countries and describe features studied</p> <p>Focus on different European countries for a set amount of time e.g. weekly look at their customs including Christmas.</p>
History			<p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> ▪ Julius Caesar’s attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian’s Wall ▪ British resistance, for example, Boudica ▪ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>A local history study</p> <ul style="list-style-type: none"> ▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is 	

			<p>Year 3/4 skills: Use evidence to ask questions and find answers to questions about the past. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Place events, artefacts and historical figures on a time line using dates. Suggest causes and consequences of some of the main events and changes in history. Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Year 5/6 skills: Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Use sources of information to form testable hypotheses about the past. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Use dates and terms accurately in describing events.</p>	<p>significant in the locality.</p> <p>Year 3/4 skills: Describe changes that have happened in the locality of the school throughout history. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Year 5/6 skills: Identify continuity and change in the history of the locality of the school. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Look at the history of the local environment – King John’s treasure</p>	
Art	<p>Look at Henri Rousseau and replicate his rainforest drawings using paint and crayons. http://www.artforsmallhands.com/2011/04/in-style-of-henri-rousseau.html</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 		<p>Using collage to create Roman mosaics</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Year 3/4 skills: Select and arrange materials for a striking effect.</p> <ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. <p>Year 5/6 skills:</p>	<p>Year 3/4 skills: Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture <p>Year 5/6 skills:</p>	

			<p>Mix textures (rough and smooth, plain and patterned).</p> <ul style="list-style-type: none"> • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<p>Drawing:</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Observational sketching of local landmarks – church/statues</p>	
DT		<p>Food</p> <ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Year 3/4 skills:</p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>Year 5/6:</p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <ul style="list-style-type: none"> • Measure accurately and calculate 		<p>Year 3/4 skills:</p> <p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>Year 5/6 skills:</p> <p>Convert rotary motion to linear using cams.</p> <ul style="list-style-type: none"> • Use innovative combinations of electronics (or computing) and mechanics in product designs. <p>Create boats using cams.</p>	<p>Year 3/4 skills:</p> <p>Create series and parallel circuits</p> <ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. <p>Year 5/6 skills:</p> <p>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p> <p>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <ul style="list-style-type: none"> • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

		<p>ratios of ingredients to scale up or down from a recipe.</p> <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Make items involving chocolate. Need to spend some time looking at the skills process of melting chocolate related to our science. Then give them a brief related to Willy Wonka – children make a product linked to this. They evaluate existing products and when there product is finished they evaluate this.</p>				<p>Use their knowledge of circuits from science to create a Beat the buzzer game or something similar to sell at the market http://www.bbc.co.uk/education/clips/z7k3cdm</p>
Computing (coding)	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable 	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

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RE 3/4	God – Hinduism/Islam Celebrations		People of God- What is it like to follow God? Salvation- Why do Christians call the day Jesus died ‘Good Friday’?		LAS Additional Big Questions (<i>including Christianity</i>) [<i>How do we know? What does it mean to live a good life?</i>]	
RE 5/6	Being Human – Hinduism/Islam [<i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals</i>] Celebrations		People of God- How can following God bring freedom and justice? Salvation- What did Jesus do to save human beings?		LAS Additional Expressing Beliefs through the Arts (<i>including Christianity</i>) [<i>Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE</i>]	
French 3/4	Y3- Core Vocabulary & Phonetics I’m learning French Y4- Presenting Myself Family		Y3- Animals Musical instruments Y4- Habitats At the Cafe		Y3- Little Red Riding Hood Ancient Britain Y4- The classroom Goldilocks	
French 5/6	Y5- Do you have a pet? What is the date? Y6- Verbs and Grammar At School		Y5- The Weather Clothes Y6- The Weekend Habitats		Y5- The Romans Habitats Y6- Healthy Lifestyles The Planets	
Music	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. 		<ul style="list-style-type: none"> • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music. 		<ul style="list-style-type: none"> • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. (End of year performance)
Wow days/trips	Rainforest areas in classrooms	Cadbury world	Roman wow day in school – including craft activities and a feast. Or Lincoln castle Roman Wow day Birmingham museums Trip for field-work purposes.	The MAD museum Magna Science Adventure Centre	Trip into Weston for observational walks – see where important buildings are. Trip to carry out observational drawing.	Trip to a market – Lincoln/ Peterborough Or trip to an Italian restaurant etc.